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While two-year community colleges have been presenting continuing education programs, one feature of the programs has continued to be dominant: their essential marginality. The new emphasis on serving the whole community calls for a totally different approach--that of integrating continuing education fully into the colleges' regular program. This requires interaction between administrators of equal rank at a senior staff level rather than the obsolete chain of command pattern. The integrative approach is illustrated by Selkirk College (Trail, British Columbia). No differentiation is drawn between youth and adult students in formal classes. Each faculty member is considered also as an adult educator and organizes, with community residents, programs relevant to community needs. The college did much to facilitate informed work and discussion on the problem of consolidating local government units. While there has been some difficulty in winning acceptance for this approach among faculty and school boards, the concept is seen as one of potential importance for community development. (dm)

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THE INTEGRATION OF CONTINUING EDUCATION IN COMMUNITY COLLEGES. John Ohliger 1968.

Many educators see the community college as the most fertile field for the next significant development in the profession of continuing education. Thurman White, Dean of Extension at the University of Oklahoma and the past president of the Adult Education Association of the U.S.A., recently predicted: "The community college will emerge as the fastest growing segment of adult education."[1] David Riesman and Christopher Jencks recommend that Negro colleges convert to community colleges with heavy emphasis on "servicing local Negroes of all ages with all kinds of non-academic needs."[2] The Canadian Association for Adult Education has issued a White Paper stating "Community colleges represent the single most important addition to the system of continuing education at present."[3]

Adult or continuing education can be defined as that general field which includes programs throughout life for adults in the areas of occupational, civic, and personal competence. The two year college has increasingly offered programs in these areas. Half of all community colleges were presenting continuing education programs by 1960. By that year the total adult and special enrollments equalled three-fifths of the total freshmen and sophomores. It was not uncommon for the adult enrollment to exceed the regular enrollment.[4]

Since 1960 the trend has been even more marked. By late 1964 adult students outnumbered the full time students in public community colleges. In a few of the public community colleges part time enrollments are now more than twice as large as full time enrollments.[5] More than half of all administrators of continuing education programs have been appointed since 1960.[6]

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there is one outstanding feature which, however, has dominated most continuing education at this level so far - its essential marginality.[7] Most community colleges have traditionally seen continuing education as a "supplementary service."[8] Often it has been regarded as a means to improve the "public relations" of the institutions.[9] Typically the "cafeteria" approach has been followed. The tendency has been "to offer anything and everything of educational value for which there is sufficient and sustained demand."[10]

But the new emphasis at two year colleges on serving the whole community calls for a totally different approach. The trend is now toward integration not only of continuing education, but of guidance, library, and other community services as well. The difference between the effect of marginality and integration can be pictured as that between a gleaming gem and a pearl necklace. In the past community colleges have insisted that the primary aim of their institutions is serving the educational needs of youth. In the new approach it is now understood that there is no primary target, rather a cluster of equally important goals based on the observed needs of the community to be served.

Integration calls for basic structural changes. The typical organizational pattern is no longer appropriate. Emphasis is now on interaction between administrators of equal rank at a senior staff level rather than on the obsolete chain of command pattern with a line drawn vertically between senior and junior staff.

One of several geographic areas in which this new approach has been tried is the western Canadian province of British Columbia. This province was previously served at the community college level by only one two year institution in the metropolitan area of Vancouver. When the need for

establishing institutions in other portions of the vast province became apparent, the president of the University of British Columbia prepared a report calling for the initiation of a series of regional community colleges. These colleges were to serve rather large geographic areas. Continuing education was to be one third of the program which included transfer and technical offerings. The report stated:[11]

> The regional college will act as a leaven in the community. It will foster and promote higher education and cultural activities among the students who are in attendance, and at the same time it will provide an opportunity for continuing education among interested citizens in a changing society.

The first of the community colleges, Selkirk College, opened its doors in the fall of 1966 in the rural-industrial area of Trail (about 150 miles north of Spokane, Washington) after three years of planning and construction.

At the instigation of the first principal, Gordon Campbell, an adult educator himself, the Director of Continuing Education developed and implemented plans for an integrated program. Similar plans were initiated by the Director of Guidance and the Librarian in their fields. The first step was to establish that programs of continuing education can be divided into two types - formal and informal. It was immediately determined that any formal programs offering credit should be identical with and integrated into the regular classes for youth. The whole formal schedule was extended from 8:30 a.m. to 10 p.m. These decisions were based on the beliefs that a community college should be open to as much of the community as possible, as many hours as possible, and that distinctions are better made on the basis of the purpose of the educational experience, not on the basis of the time of day offered. Qualified adults were

invited to enroll in any of the classes set up for youths at any time. It was felt additionally that both youths and adults would benefit from the interchange of youthful vitality and adult experience. No separate formal program for adults was envisioned. Such integration on a formal level also permitted maximum use of the limited physical facilities from the outset. The success of this approach can be observed from the enrollment figures for the first semester at Selkirk College. Of the 484 students registered, over half were 19 years old or older. One hundred thirty two students were from 21 to 73 years old. There were 101 part time students with the number expected to increase drastically.

Integration at the informal level was accomplished by other means. The keynote was the concept that every faculty member should consider himself an adult educator. Contractually it was provided that activity in continuing education would be one means of judging a faculty member's readiness for promotion and that no extra compensation would be paid for informal activity. Because of administrative integration it was possible to make these points clear and to get them accepted by the faculty through a series of high level meetings.

Each faculty member began to develop his own informal program in consultation with the Director of Continuing Education, who thus acted in the role of advisor. The instructor in Commerce offered a series of workshops on current problems for accountants. The Russian instructor worked intensively on integrating the large Russian minority population in the area. The head of the Forestry Department began to arrange a lecture series for adults on the general background of the industry. The Librarian presented a special seminar for local public librarians. The head of the Physics Department began to prepare short courses for amateur prospectors.

One aid to the faculty members was a community survey which the Director of Continuing Education had conducted pinpointing seven areas of community needs. These were (1) minority group problems, (2) problems of developing rational governmental units, (3) problems of pollution, (4) labor union needs, (5) management needs, (6) problems of the relationship between labor, management, and the community, and (7) general current issues. Committees were set up for each of these areas with faculty members joining community leaders on each committee.

One concrete example of how this aid to the informal approach worked should suffice. There was an apparent need to work immediately on the second problem - developing rational governmental units. In the area immediately surrounding the college there are ten growing communities each providing separate but expensive municipal services. For five years a few leaders in the communities had been discussing among themselves and with provincial representatives the possibility of consolidating into one municipal unit. However, the people of the area had never had an opportunity to examine the issue. With the financial and moral support of the two largest local governments and of the district Chamber of Commerce, a special forum on the issue was presented by the college. Two mayors participated in a debate on the question before an audience of 350 adults out of a total adult and youth population of 9000. Following the debate ten faculty members led small group discussions with citizens of each of the communities. Each small group prepared questions and comments which were then discussed by a panel of speakers in a large assembly hall. The forum was covered in detail by three local newspapers and broadcast

over a nearby radio station. As a result of the forum a great deal of interest was developed in working on the problem of consolidation. A committee of local leaders was set up which brought in an official report recommending setting up a single district municipality.

Financially, the continuing education program at the college was integrated by determining that there would be no separate budget. Each department determined its own continuing education needs and included them in their regular budgetary request. It was planned that from the outset continuing education would have equal status in regard to the availability of funds.

Implementing the concept of integration at Selkirk College did not move forward without problems. As a matter of fact, Gordon Campbell, the principal, resigned a few months after the college opened stating:[12]

> When it became apparent that the college concept was not going to be carried out, then I decided to leave. Campbell said that the college council has de-emphasized the importance of the guidance and counseling program and the adult education program - both considered of central importance....In its original conception, Campbell said, the college was regarded neither as a junior university nor an upward extension of high school, but as an entirely new institution. Its aim was to give educational service not only to university bound high school graduates but also to high school graduates wanting technical education, and to the entire adult population of the community. But the threat is that the college is now becoming an upward extension of high school emphasizing preparation for university, said Campbell.

The problem of applying the concept of integration to the community college appears to be two fold - gaining understanding and receiving acceptance. It is Campbell's contention that the college council simply did not understand the concept, though it had publicly stated its support for it. The governing

council was composed mainly of representatives from the six participating public school districts. Their experience has been confined to working with continuing education, guidance, and library services only as supplements to the "primary aim" of holding classes for young people in grades one through twelve. Campbell has stated: "So long as the college remains the school board's baby then its day is doomed as an imaginative twentieth century invention to meet the demands of higher education."[13] Norman Walker, the principal of the second community college now being planned for another area in British Columbia, agrees with Campbell's diagnosis of the problem. Walker has stated that "trustees are not yet experienced in dealing with colleges and often do not understand the role colleges should play (in offering) educational services to all adults in their region as well as to high school graduates going on to university or those seeking technical courses." Walker has also pointed out that recent legislative amendments in British Columbia now permit the appointment of two-thirds of the college council from outside the school boards.[14] However, it may not be necessary to go so far as to place control of community colleges in the hands of a different type of governing body. It is not outside the realm of possibility that school board representatives can be educated to understand the need for new types of educational institutions.

Receiving acceptance for the concept of integration is also not impossible. The need here is to convince governing bodies that such a concept can work and to convince administrators that working at an interactive level with a group of equals results in much more fruitful accomplishments while serving the community better as well. It appears that the possibilities for adopting such a concept at a community college level are great. Leonard Marsh of the University of British

Columbia's Faculty of Education recently conducted an extensive study of the potentialities of community colleges. Marsh concluded:[15]

> Many educators are demanding experiments and revisions in conventional courses and approaches to learning. The community college, unhampered by tradition and able to "start from scratch," is in a position to undertake them (if it can attract sufficiently enterprising personnel). The community college is small, by comparison with the hard-pressed major universities at least, so that communication between its faculty, its students, and its advisors, should be much easier. Community-rooted, it should be possible for all these partners in the college as an enterprise to accept and provide its multiple objectives - that education is not only for professional and industrial development, but for personal, social, and civic development in all their phases, as well.

FOOTNOTES

[1]Thurman White, "Toward the Future," Adult Leadership, 15 (February 1967), 295.

[2]David Riesman and Christopher Jencks, "The American Negro College," Harvard Educational Review, (Winter 1967), 52.

[3]Canadian Association for Adult Education, A White Paper on the Education of Adults in Canada, (Toronto: Canadian Association for Adult Education, 1966)

[4]James W. Thornton Jr., The Community Junior College, (1st ed.; New York: John Wiley and Sons, Inc., 1960), p. 239

[5]James W. Thornton Jr., The Community Junior College, (2nd ed.; New York: John Wiley and Sons, Inc., 1966), pp. 238-39.

[6]Wayne L. Schroeder and Dunnovan L. Sapienza, "The Public Junior College Adult Education Administrator," Adult Education, XV (Summer 1965), 242.

[7]Burton R. Clark, The Marginality of Adult Education, (Chicago: Center for the Study of Liberal Education for Adults, 1958), 18 pp.

[8]Carl E. Seashore, The Junior College Movement, (New York: Henry Holt and Company, Inc., 1940), p. 26.

[9]Marguerite Johnson Mendoza, Community Services in the Junior College, (Masters thesis, University of California at Los Angeles, 1966), p. 20.

[10]Charles S. Morris, "The People's College at San Mateo," Junior College Journal, 14 (December 1943), 151.

[11]John B. Macdonald, Higher Education in British Columbia and a Plan for the Future, (Vancouver: University of British Columbia, 1962), p. 61.

[12]Clive Cocking, "Former Principal Attacks Trustee Control of College," Vancouver Sun, June 8, 1967, p. 29.

[13]Ibid.

[14]Clive Cocking, Educators Warned on Colleges," Vancouver Sun, June 10, 1967, p. 10.

[15]Leonard Marsh, A Regional College for Vancouver Island, (Vancouver: Faculty of Education, University of British Columbia, 1966), p. 43.

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